

Unit One: Music Fundamentals

Content Area: **Fine Arts**
Course(s): **Renaissance To Rock: Genres Analysis**
Time Period: **Marking Period 1**
Length: **1-2 Weeks**
Status: **Published**

Course Pacing Guide

Unit	MP	Weeks
Unit 1 : Music Fundamentals	1	1-2
Unit 2 : Musical Foundations, Music as Culture	1	1-2
Unit 3: Musical Foundations, Critical Listening	1	1-2
Unit 4: Western Music History (Common Practice Period)	2	6-8
Unit 5: Western Music History (Popular Music)	2	6-8

Unit Overview

Students learn how music is categorized into genres, how music is expressed and unified throughout the course of history, and which elements define all musical expression (including but not limited to: tonality, rhythm/tempo, harmony, melody, timbre, etc).

Enduring Understandings

1. A genre is a category of musical composition characterized by similarities in form, harmony, melody, rhythm, style, instrumentation, timbre, and subject matter.
2. Music uses a symbolic notation of notes and rests on staves to indicate duration and pitch of sound.
3. Standard music terminology assists the student in the analysis of both aural and written music examples.

Essential Questions

1. What is a genre? How do genres differ? What characteristics define similar genres?
2. How is music represented in written form?
3. How is musical expression (tempo, volume, mood) indicated?

New Jersey Student Learning Standards (No CCS)

VPA.1.1.12.B.1	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
VPA.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
VPA.1.2.12.A.CS1	Cultural and historical events impact art-making as well as how audiences respond to works of art.
VPA.1.2.12.A.CS2	Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.
VPA.1.3.12.B.1	Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
VPA.1.3.12.B.CS3	Understanding of how to manipulate the elements of music is a contributing factor to musical artistry.
VPA.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

Amistad Integration

The student will study and examine music from a variety of historical periods and cultures, including but not limited to:

- Negro/African American Spirituals
- Slave/Work Songs
- Vocal Jazz
- Vocal Blues

LA.RI.11-12.10b	By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
VPA.1.1.12.B.2	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.

Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres.

Holocaust/Genocide Education

The student will study and examine music from a variety of historical periods and cultures, including but not limited to:

- Jewish composers and artists
- Genres sparked by WWII and the Holocaust (ie: Arnold Schoenberg's A Survivor from Warsaw (1947))
- Effects of the 1942 musicians strike on the American recording industry, including the emergence of solo entertainers and small combo-based musical genres

Interdisciplinary Connections

VPA.1.1.12	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
VPA.1.1.12.B.CS1	Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres.
CAEP.9.2.12.C	Career Preparation
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Technology Standards

TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.2.12.D.5	Explain how material processing impacts the quality of engineered and fabricated products.
TECH.8.2.12.D.6	Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.

21st Century Themes/Careers

Financial Literacy Integration

1. The State Board of Education shall require that a school district incorporate in each of the grades ¹[kindergarten] six¹ through eight financial literacy instruction to pupils enrolled in those grades. The purpose of the instruction shall be to provide ¹[elementary and]¹middle school students with the basic financial literacy necessary for sound financial decision-making.

The instruction shall meet the requirements established by the State board and shall:

- a. be appropriate to, and reflect the age and comprehension of, the students enrolled in the particular grade level; and
- b. include content on budgeting, savings, credit, debt, insurance, investment, and other issues associated with personal financial responsibility as determined by the State board.

Instructional Strategies & Learning Activities

- Teach the elements of music and genre. (lecture, modeling)
- Teach the indigenous instruments of other cultures and their unique timbres through modeling, live performance, videos and recordings.
- Model the listening map by playing a piece of music from another culture and dissect it with the goal of critiquing the piece using musical terms (tonality, rhythm, meter, timbre, etc).
- Explore the function of music as it pertains to other cultures by identifying trends in musical events of a region
- Teacher will play examples of the standard repertoire, as students attempt to identify the title, composer, genre, and time period.
- Have students present listening examples of multicultural music and provide a completed “listening maps” as a part of an on-going journal for the students’ thoughts.

Differentiated Instruction

- Curriculum Map
- Learning preferences integration (visual, auditory, kinesthetic)
- Tiered Learning Targets

- Self-Directed Learning
- Mastery Learning (feedback toward goal)
- Rubrics
- Learning Through Workstations
- Concept Attainment
- Mentoring
- Student Interest & Inventory Data

Formative Assessments

- Daily Teacher Observation of student feedback.
- Weekly check point assessments.
- Research Projects
- Power Point presentations
- Classroom Discussions

Summative Assessment

- Listening Journals
- Listening Quizzes
- Listening Tests
- Content/Knowledge Tests

Benchmark Assessments

Benchmark - 95% of students in the class will achieve a score of 93 or higher on the summative assessment (Playing exam)

Alternate Assessments

Resources & Technology

- Apple Keynote
- Macbook Pro
- Apple TV/projector
- Canvas
- Spotify
- Google Drive

BOE Approved Texts

- Burkholder, James Peter., Donald Jay. Grout, and Claude V. Palisca. *A History of Western Music*. W.W. Norton, 2006.
- Stuessy, Joe, and Scott David Lipscomb. *Rock and Roll: Its History and Stylistic Development*. Boston: Pearson, 2013.
- Gridley, Mark C. *Jazz Styles: History and Analysis*. Upper Saddle River, NJ: Prentice Hall, 2009.

Closure

- Determine the musical means (source) and size of group of an aural example
- Demonstrate the ability to distinguish between quality and non-quality performance through listening
- Characterize the use of music by its intended function (purpose) and its intended audience
- Describe the musical expression (mood) of an aural example
- Identify and analyze forms and composition techniques

ELL

- Alternate Responses
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- IPA pronunciation guides

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the whiteboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between seats.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Divide tests into small sections of similar questions or problems.
- Stand near the student when giving directions or presenting a lesson.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.

504

- preferential seating
- extended time on tests and assignments
- verbal, visual, or technology aids
- behavior management support
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Assistance in maintaining uncluttered space
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Cue/model expected behavior
- Use peer supports and mentoring

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking